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MG POSITION EVALUATION QUESTIONNAIRE

The purpose of the attached questionnaire is to provide the Career Management Office with a more current and realistic idea of the functions of MG positions throughout the world. The completed questionnaire will be used as supplemental information in personnel selection, counseling, training and, where appropriate, position review.

The value of this questionnaire is decreased unless it is a realistic and candid critique of our classification, assignment, training, and career management process as it relates to the individual and specific assignments. It is not a vehicle for self enhancement at the expense of proper position classification.

Although this initial group of questionnaires is being forwarded to all possible locations at one time, we would expect the procedure to continue, based upon FRQ timing. The completed questionnaire is to be forwarded direct to the Career Management Office, DDA where it will be used only for the purposes stated. The Career Management Officer is interested in discussing this questionnaire with you either before or after submission.


Headquarters personnel should complete the questionnaire directly on the form. Field personnel should key their answers to this form for pouch submission. If it is deemed beneficial, you may also attach a copy of your LOI to the questionnaire.

E2 IMPDET
CL BY 005528

MG POSITION EVALUATION QUESTIONNAIRE

FORWARD TO: Career Management Officer, DD/A

1. a. From _____ b. Date _____
2. Position:
 - a. Location _____ b. Title _____
 - c. Cover _____ d. Grade _____
3. Subject:
 - a. Grade _____ b. DOG _____ c. DOB _____
 - d. EOD Position _____ e. ETD _____
 - f. List last two previous positions, dates.

4. Responsibilities:
 - a. Number of Staff personnel directly supported _____
 - b. Number of Contract personnel directly supported _____
 - c. 
 - d. Number of Official Dependents directly supported _____
 - e. Number of full time personnel you supervise, with you serving as rating officer on their fitness reports by title and grade:

 - f. To whom do you report (Office Director, COS, DCOS)? _____
Does he act as your rating officer? _____
 - g. Are you an active participant in office/station management decisions? _____

 - h. Are you actively involved in operational functions?

25X1C

If not, is any other staff officer so engaged? _____

25X1C

- j. What percentage of day-to-day administrative support is provided _____ Housing _____ %
Indigenous administration _____ % Personnel _____ %
Transportation _____ % Finance _____ %
Office Maintenance _____ %
- k. Unique responsibilities/problems of this position?

5. Position Description

Brief description of assignment, not the official description but a practical guide to assist in the selection of a candidate for replacement and give that individual a realistic day-to-day view of the responsibilities. Indicate percentage of personal time spent in major functional areas, use extra sheets if desired:

- a. Personnel _____ %
b. Finance _____ %
c. Logistics _____ %
d. Housing _____ %
e. Security _____ %

25X1C

6. Preparation for Assignment

- a. What job related specific training did you receive prior to this assignment? Include amount of time spent with Headquarters component.

b. Is there a language requirement for this position?

c. If required, please explain why? _____

d. List the specific areas of training you recommend for this position.

25X1C

f. List the qualifications, in order of priority, you recommend for this position. Include prior experience.

g. How do you feel regarding your initial qualifications for this position?

Over Qualified _____
Under Qualified _____

h. Do you believe this assignment was sufficiently beneficial to your career training experience? _____
What would have enhanced the training experience? _____

i. Are your abilities and experience being utilized to a high degree? _____

j. What items were not fully explained prior to your arrival at your current assignment?

7. Please include your comments and recommendations to improve this questionnaire format into a viable asset for career management.

MG CAREER SERVICE SURVEY

1. 55% of careerists feel that there is not adequate consideration given to developmental aspects of the jobs to which they are assigned.
2. High % feel MG officers should be given more opportunity to serve in top managerial offices.
3. 89% feel that a system should be provided to guide an individual through a career path.
4. A high % felt that their efforts at outlining their own career path would have little or no impact.
5. Younger officers should have greater voice in the career planning decision making process. (Concrete suggestions of how this can be accomplished)
6. High % see position assignments being made with little input from the individual.
7. 48% believe those careerists who know most and get the best assignments are closest to the people who make decisions.
8. Training should more closely fit the needs of the individual rather than filling quotas. High % feel there is little logic to the timing or there is no apparent planning involved.
9. High % of careerists feel that the absence of responsibility and poor content of many positions in the DDA causes MG careerists to lose their motivation.
10. High % feel the Admin Officer's position should be more clearly defined in terms of authorities and responsibilities.
11. High % feel MG careerists are viewed as second class citizens by the rest of the Agency.
12. A majority feel that the COS expects support personnel to be in a totally reactive status, and feel that DDA management should make an effort to change the role of the support officer in relation to the COS. (Do you feel we are expected to be reactive? Is this the way it should be? If not, what steps can DDA management take to ameliorate the situation?)

13. High % feel that the performance evaluation process was less than effective.
14. High % feel there should be input into the fitness report from someone in the MG career service in addition to the supervisor in the component.
15. 35% indicated they would change the evaluation process (this relates to the ranking process, not fitness reports) to some extent. In what ways would you change the current evaluation process?
16. Regarding advancement opportunities, most careerists feel that one of the most important factors was having the right boss.
17. Large % feel visibility, i.e., who is best known by those making promotion decisions, is a prime factor in promotions.
18. A good deal of frustration is felt by careerists over personnel in other career services moving into the MG career service because it reduces headroom. Many would like to see restrictions placed on personnel coming into the career service at the GS-14 and 15 levels.
19. There is an equal split of those who feel promotions are and are not made fairly and equitably.
20. 53% feel the CMO does not have enough authority to have sufficient impact on career planning.
21. Careerists are split on whether enough manpower has been applied to career management.
22. 71% feel that the CMO should have the authority to run the Career Service.
23. High % feel the CMO position should be long term rather than rotational.
24. Careerists feel there are problems with communications in the career service but these problems are not critical.
25. Large % feel that periodic sessions at Headquarters and regional conferences overseas would be beneficial in improving communications.

26. High % feel that the Career Service should be limited to "generalists". Specialists and generalists should be administered in separate services.
27. A fairly high % feel that one or the other, specialists or generalists, receive unequal treatment. The majority indicated that generalists receive favored treatment, although this was not consistent among all groups.
28. There was a general consensus that the CT Program was a good source of MG personnel.
29. High % feel that senior officials are not futuristic in orientation, that is anticipative of problems and ascertaining solutions.

CAREER DEVELOPMENT AND ^{Planning} TRAINING

1. Following are some of the key points that were raised in the attitudinal survey on career development and planning:

a. 55% of the careerists feel that there has been inadequate consideration given to developmental aspects of the jobs to which they have been assigned.

b. 89% feel that a system should be provided to guide an individual through a career path.

c. A high % feel that their efforts at outlining their own career path would have little or no impact.

d. Younger officers should have greater voice in the career planning decision making process.

2. Discussion:

a. SOAG members agree that there often has not been adequate consideration given to developmental aspects of the jobs to which MG careerists are assigned. Although developmental aspects are considered, they are secondary to the expediency of filling positions by readily available bodies. However, "developmental aspects" is a relative expression which does not mean the same to everyone. Those making assignments may view the assignments as developmental in their terms of reference, trying to develop young officers by the same pattern by which they were developed. Even though times and needs change, some managers prefer and are more comfortable with ~~the~~ traditional ways. Having said ~~this~~ this, we must ~~not~~ qualify our observations by saying that whenever assignment conflicts between the organization and individuals cannot be satisfactorily resolved, the organization's requirements must take precedence.

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b. If the problem is that we have many jobs that provide little or no developmental aspects. While many jobs are developed by the incumbents, a concerted effort should be made to see that the level of the job performed remains basically the same from incumbent to incumbent. Further, the "development" of a job often is no more than make-work--- anything to keep busy without adding any new challenge to the position. Assignments of this nature do not enhance the individual's career or necessarily serve the best interest of the career service. < It has been suggested that we might consider using more TDY'ers to fill these positions pending the availability of appropriately qualified careerists. We do this when emergencies arise, so why not do it to promote individual career development? It may cost a little more, but we must realize that people are our most valuable asset and their growth serves the long range requirement for developing senior managers in the Agency.

c. At the time the attitudinal survey was conducted, SOAG members probably would have agreed with those careerists who feel that efforts at outlining their own career paths would have little or no impact. SOAG further believes, however that a system to guide an individual through a career path is an ideal that probably is not workable. Neither the new careerist nor his career managers can predetermine his strengths and weaknesses, his changing interests, and the long-range organizational requirements. Short-range planning that would give the careerist a reasonably firm idea of what is ahead for him for the next five years is more realistic. A pertinent

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question has been asked though: "How many careerists have sat down and prepared a five-year plan and discussed it with the CMO? The careerist must assume the responsibility for deciding what he wants to do and plan accordingly. He needs to have a firm plan for the next five years and a feel for the longer range. He must make his career goals known, document them, and then assume the major responsibility for acquiring the skills needed to be in a given position at a given time. This is the most that can be expected of the careerist on his own; the career service must provide career counseling and advice in helping the careerist meet his goal to the extent practicable. Career planning must be a joint endeavor between the individual and the CMO, including planning of assignments and training. Certainly no careerist can expect to outline his own career path independent of the Career Management Office and then sit back and wait for things to happen.

d. Another viewpoint in this area is that career paths might be reasonable through GS-13/14 levels. After that it becomes the individual's responsibility to vie for more senior positions. If PMCD classified positions and officers were provided with a general career path through GS-13/14, those officers in the service should either be willing to go that route or transfer/resign. We cannot run the service or Agency based on Support Officers' personal desires. By the same token, available talent should be fully utilized.

ASSIGNMENTS

1. 48% of careerists believe that those careerists who know most and get the best assignments are closest to the people who

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make decisions.

2. SOAG members tend to agree that those careerists who know most and get the best assignments are often those closest to the officers who are able to influence assignment decisions, but do not feel that this is on a serious scale. Exposure is a good thing; the system works best when those making the decisions know the individuals and are comfortable in placing a particular name against a particular position. Further, the careerists closest to those who make the decisions are the ones who walk through the CMO's door every couple of months and let him know what they want. The careerists must make their wishes known to the right people; telling friends over the lunch table simply will not work.

TRAINING

1. Training should more closely fit the needs of the individual rather than filling quotas. High % feel there is little logic to the timing or there is no apparent planning involved.

2. Discussion:

a. SOAG members feel that the selection and timing of training should be more closely attuned to the needs of the individual and his career development than has been the practice in the past. However, much of the initiative must come from the individual. Appropriate training must be part of the individual's career plan. If the individual is not academically prepared to obtain his goals, he should take whatever steps are necessary to overcome this deficiency.

b. For internal training, the career service has the responsibility of affording each careerist who meets the

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qualifications the opportunity to get the core courses. To the extent it is possible, more flexibility in tours to allow long training courses between assignments may be one way of helping to alleviate the problem of the careerist not being able to get away from the job. Using the core courses as a base, supplementary courses should be planned by the individual over a long term period and taken as the opportunities arise.

c. One member has expressed the feeling that perhaps there is too much emphasis on internal training and has made the following observations: (1) The external training program has been improved but the word possible has not been spread to the careerists. Past emphasis on internal training and the ever present cry of lack of funds may have tended to discourage people from asking for external training. Even good officers need counseling and an occasional push--not because they lack initiative, but because they get deeply involved in their day-to-day responsibilities and hesitate taking the time to look ahead. A more active CMO counseling program would help to overcome this fault. (2) The internal training program seems to be tailored around what OTR is offering and not necessarily what is needed, and OTR is DDO oriented. A thorough review should be made of the OTR program as it relates to MG careerists. But first, we should decide what is a good balance between internal and external training. If it is determined that we are doing what is expected of an internal program, then it is suggested that we push external training.

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JOB CONTENT

1. The following two points were surfaced in the survey on job content:

a. High % of careerists feel that the absence of responsibility and poor content of many positions in the DDM&S causes careerists to lose their motivations.

b. High % feel the Admin Officer's position should be more clearly defined in terms of authorities and responsibilities.

2. Discussion:

a. The career service needs to reassess job content of MG positions and decide the type of persons needed to fill the positions rather than continue putting over qualified officers in non-challenging jobs. We have been recruiting the wrong type of persons for dull, routine jobs, ^{AND THIS IS ONE OF THE PRIMARY REASONS EMP. CAREERISTS LEAVE.} If the job content of MG positions is not known, then we should reactivate the program we once had of having each officer vacating a position write up an honest evaluation of the job.

b. According to one viewpoint, a hierarchy of jobs with increasing responsibility exists, and while it is true that careerists sometimes get placed in menial jobs, this generally happens early in their careers when experience of this kind can be beneficial in their overall development. However, the benefits will be out-weighed by the detrimental effects if the careerist remains in such a job too long. Two years is too long but probably tolerable in most instances, but this should be the absolute limit. All of this assumes though that we can determine what constitutes a menial job. What is menial to one officer is not necessarily menial to another; this depends to a large extent on the individual's experience, education,

c. As for more clearly defining the authorities and responsibilities of MG positions, two viewpoints emerges:

(1) The first view is that an officer can make any job over to fit his personality and needs; it is up to the individual to define the authorities and responsibilities of his position. Authority and responsibility vacuums always exist which the individual should be prepared to fill. The stronger officer does not want to be bound by strictly defined limitations. Further, it is often the ones who want their authority and responsibility well defined that often complain that our careerists are not given enough authority and responsibility.

(2) The second view says that while each officer brings a different style and often adds something to a position, we should not advocate a "hip pocket" approach to management. We cannot properly assign officers unless we know the authorities and responsibilities of the positions. Although few people would want to be severely limited, most would certainly want a pretty good idea of the parameters of their positions before assignment. The LOI could be the instrument to serve this purpose, but first we need to get a better description of each of our positions.

RECOMMENDATIONS

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1. Realizing that career development cannot always be the over-riding factor in job assignments, the career service should assure that the burden of this weakness does not fall heavily on any one careerist. For instance, a careerist assigned to a "not-so-developmental" job should be given priority consideration in the selection of his next assignment. It is recommended that the CMO establish a tickler system to assure that assignment factors of this nature are not overlooked or forgotten.

2. To facilitate career development, it is recommended that to the extent practicable length of tours be made more flexible, the length being dictated a little more by developmental aspects rather than solely by arbitrary fixed periods of two or three years. For example, when a staff position is to be filled, the CMO should not be singularly concerned with who is "available" (by management's vernacular use of the term) but also with who could benefit by staff work.

3. It is recommended that the MG positions be re-evaluated and new job descriptions be written.

4. It is recommended that each position description be supplemented by an evaluation of the position in terms of its developmental aspects, such as "an excellent position for GS-9 officer with no previous overseas experience," or "challenging position for GS-11 officer who would benefit from an assignment to DDS&T."

5. To assist the CMO in maintaining the position evaluation system, it is recommended that a Position Evaluation Form be designed to be used by the careerists. The form would be completed by careerists and submitted with the reassignment questionnaires. The careerist's evaluation of his current position would be used by the CMO along with other input to keep the position evaluations current.

6. It is noted that the reassignment questionnaire forms ask for assignment preferences without asking that relation to career planning be indicated. It is recommended that these forms be redesigned in order to get this added input from the careerists.

7. It is recommended that short and long-range plans be discussed by each careerist with the CMO and that the plans be made a matter of record. It is further recommended that periodic follow-up meetings be held to discuss career progress and any modifications that need to be made in the employee's career plans.

8. It is recommended that another middle-grade officer be assigned to the Career Management Office to assist the CMO in career counseling and in the administration of the career counseling program.

9. To assist employees in planning, it is recommended that job shopping lists be provided more frequently.

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MEMORANDUM FOR: Deputy Director for Administration
Associate Deputy Director for Administration
Career Management Officer/DDA

SUBJECT : MG Career Service Attitudinal Survey

STATINTL

1. One of the tasks undertaken by the Support Officers Advisory Group (SOAG) was a review of the results of the MG Career Service Attitudinal Survey conducted by [REDACTED] Jr. of the psychological Services Staff. SOAG began this task several months ago by selecting from [REDACTED] summary, STATINTL twenty-eight (28) key points/issues raised by the MG careerists in the course of the survey. SOAG has since been developing its discussion on these points, employing the DELPHI technique.

2. The attached paper summarizes the Group's discussion of the key points raised in the survey in the areas of career development and planning, assignments, training, and job content. In the course of the discussion, several recommendations were developed which we feel are worthy of management's consideration. These recommendations, some of which have already been or are in the process of being implemented, are on pages six (6) and seven (7) of the attached paper. SOAG is currently discussing other areas of the survey, such as the MG careerists relationship with other careerists, communications, the evaluation process, etc., and expect to finalize this task over the next couple of months.

3. It is hoped that with your approval the SOAG recommendations and your comments can be made available to all MG's both at Headquarters and ultimately to those overseas.

STATINTL

[REDACTED]
Chairman, SOAG

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MG CAREER SERVICE ATTITUDINAL SURVEY:
SOAG'S DISCUSSION AND RECOMMENDATIONS

CAREER DEVELOPMENT AND PLANNING

1. In the area of career development and planning, SOAG's discussion centered primarily on the following three points:

a. 55% of the careerists feel that there has been inadequate consideration given to developmental aspects of the jobs to which they have been assigned.

b. 89% feel that a system should be provided to guide an individual through a career path.

c. A high % feel that their efforts at outlining their own career path would have little or no impact.

2. Summary of SOAG's Discussion:

a. SOAG members agree that often there has not been adequate consideration given to developmental aspects of the jobs to which MG careerists are assigned. Although developmental aspects may be considered, they are secondary to the expediency of filling positions with readily available bodies. SOAG realizes, however, that "developmental aspects" is a relative expression that does not mean the same to everyone. Those making assignments may view them as developmental in their terms of reference, following the traditional patterns with which they are familiar and comfortable, and perhaps failing to recognize the changing needs of the Career Service and the changing motivations of the careerists. On the other hand, SOAG members adhere to the principle that whenever assignment conflicts between the organization and the individual cannot be resolved to the satisfaction of both parties after reasonably diligent efforts on the part of management, the organizational requirements must take precedence.

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b. Part of the problem is that we have many MG jobs that provide few developmental aspects. While many jobs are developed by the incumbents, a concerted effort should be made to see that the level of the job performed remains basically the same from incumbent to incumbent. Further, the "development" of a job often is no more than make-work---anything to keep busy without adding any new challenge to the position. Assignments of this nature do not enhance the individual's career or necessarily serve the best interest of the career service.

c. SOAG members agree with those careerists who indicated in the survey that efforts at outlining their own career paths would have little or no impact. SOAG further believes, however, that a system to guide an individual through a career path is an ideal that probably is not workable. Neither the new careerist nor his career managers can predetermine his strengths and weaknesses, his changing interests, and the long-range organizational requirements. Short-range planning that would give the careerist a reasonably firm idea of what is ahead for him for the next five years is more realistic. A pertinent question has been asked though: "How many careerists have sat down and prepared five-year plans and discussed them with the CMO?" The careerist must assume the responsibility for deciding what he wants to do and plan accordingly. He needs to have a firm plan for the next five years and a feel for the longer range. He must make his career goals known, document them, and then assume the major responsibility for acquiring the skills needed to be in a given position at a given time. This is the most that can be expected of the careerist on his own; the career service must provide career counseling and advice in helping the careerist meet his goal to the extent practicable. Career planning must be a joint endeavor between the individual and the CMO, including planning of assignments and training. Certainly no careerist can expect to outline his own career path independent of the Career Management Office and then sit back and wait for things to happen.

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ASSIGNMENTS

1. 48% of careerists believe that those careerists who know most about what is going on in the career service and get the best assignments are those closest to the people who make decisions.

2. SOAG members tend to agree that those careerists who get the best assignments are often those closest to the officers who are able to influence assignment decisions, but do not feel that this is on a serious scale. Exposure is a good thing; the system works best when those making the decisions know the individuals and are comfortable in placing a particular name against a particular position. In fact, SOAG endorses a moderate amount of initiative by the careerists to gain exposure and encourages greater initiative by management, especially Career Board members, to get to know the careerists better.

TRAINING

1. Training should more closely fit the needs of the individual rather than filling quotas. High % feel there is little logic to the timing or there is no apparent planning involved.

2. Summary of SOAG's Discussion:

a. SOAG members feel that the selection and timing of training should be more closely attuned to the needs of the individual and his career development than has been the practice in the past. However, much of the initiative must come from the individual. Appropriate training must be part of the individual's career plan. If the individual is not academically prepared to attain his goals, he should take whatever steps are necessary to overcome this deficiency.

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b. For internal training, the career service has the responsibility of affording each careerist who meets the qualifications the opportunity to get the core courses. To the extent it is possible, more flexibility in tours to allow long training courses between assignments may be one way of helping to alleviate the problem of the careerist not being able to get away from the job. Using the core courses as a base, supplementary courses should be planned by the individual over a long term period and taken as the opportunities arise.

c. It may be that too much emphasis is being placed on internal training for DDA careerists, especially MG'ers. There are many good management-oriented training programs at local schools that may better serve the needs of our career service than the few in-house courses that only a small percentage of the careerists can get into because of limited quotas. We, therefore, need to determine what type of training is most beneficial to MG'ers, how much is available internally or could be made available by OTR, and what external courses or programs would be desirable to complement the internal training.

JOB CONTENT

1. The following two points were surfaced in the survey on job content:

a. High % of careerists feel that the absence of responsibility and poor content of many positions in the DDA causes careerists to lose their motivations.

b. High % feel the Admin Officer's position should be more clearly defined in terms of authorities and responsibilities.

2. Summary of Discussion:

a. The career service needs to reassess job content of MG positions and determine the type of people needed to fill the positions rather than continue putting over-qualified officers in nonchallenging jobs. We may have

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been recruiting the wrong type of people for dull, routine jobs. If the job content of MG positions is not known, we should take steps to secure this information.

b. According to one viewpoint, a hierarchy of jobs with increasing responsibility exists, and while it is true that careerists sometimes get placed in menial jobs, this generally happens early in their careers when experience of this kind can be beneficial in their overall development. However, the benefits will be outweighed by the detrimental effects if the careerist remains in such a job too long. Two years is too long but probably tolerable in most instances, but this should be the absolute limit. All of this assumes though that we can determine what constitutes a menial job. What is menial to one officer is not necessarily menial to another; this depends to a large extent on the individual's experience, education, character, etc.

c. As for more clearly defining the authorities and responsibilities of MG positions, two viewpoints emerge:

(1) The first view is that an officer can make any job over to fit his personality and needs; it is up to the individual to define the authorities and responsibilities of his position. Authority and responsibility vacuums always exist which the individual should be prepared to fill. The stronger officer does not want to be bound by strictly defined limitations. Further, it is often the ones who want their authority and responsibility well defined that often complain that our careerists are not given enough authority and responsibility.

(2) The second view says that while each officer brings a different style and often adds something to a position, we should not advocate a "hip pocket" approach to management. We cannot properly assign officers unless we know the authorities and responsibilities of the positions. Although few people would want to be severely limited, most would certainly want

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a pretty good idea of the parameters of their positions before assignment. The LOI could be the instrument to serve this purpose, but first we need to get a better description of each of our positions.

RECOMMENDATIONS

1. Realizing that career development cannot always be the overriding factor in job assignments, the career service should assure that the burden of this weakness does not fall heavily on any one careerist. For instance, a careerist assigned to a "not-so-developmental" job should be given priority consideration in the selection of his next assignment. It is recommended that the CMO establish a system to assure that assignment factors of this nature are not overlooked or forgotten.
2. To facilitate career development, it is recommended that, to the extent practicable, length of tours be made more flexible, the length being dictated a little more by developmental aspects rather than by arbitrary fixed period of two or three years. For example, when a staff position is to be filled, the CMO should not be singularly concerned with who is "available" (by management's vernacular use of the term) but also with who could benefit by a staff assignment.
3. It is recommended that the MG positions be reevaluated and new job descriptions be written. It is further recommended that each position description be supplemented by an evaluation of the position in terms of its developmental aspects, such as "excellent position for GS-9 officer with no previous overseas experience," or "challenging position for GS-11 officer who would benefit from an assignment to DDS&T."
4. To assist the CMO in maintaining the position evaluation system, it is recommended that a Position Evaluation Form be designed to be filled out by each careerist following an assignment. The careerist's evaluation of his current position would be used by the CMO along with other input to keep the position evaluations current.

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5. It is noted that the reassignment questionnaire forms ask for assignment preferences without asking that relation to career planning be indicated. It is recommended that these forms be redesigned in order to get this added input from the careerists.

6. It is recommended that short and long-range plans be discussed by each careerist with the CMO and that the plans be made a matter of record. It is further recommended that periodic follow-up meetings be held to discuss career progress and any modifications that need to be made in the employee's career plans.

7. It is recommended that another middle-grade office be assigned to the Career Management Office to assist the CMO in career counseling and in the administration of the career counseling program.

8. To assist employees in planning, it is recommended that job shopping lists be provided more frequently.

9. It is recommended that a thorough review be made of our training program in order to effect the necessary changes to bring the selection of training more in line with the needs of the careerists and the career service.

MG Career Service Survey

1. 55% of careerists feel that there is not adequate consideration given to developmental aspects of the jobs to which they are assigned.

(A) SOAG members are in general agreement that there has not been adequate consideration given to developmental aspects of the jobs to which MG careerists are assigned. Although developmental aspects are considered, they are secondary to the expediency of filling positions by readily available bodies. (B) However, "developmental aspects" is a relative expression. Those making assignments may view the assignments as developmental in their terms of reference; they may be trying to develop young officers as they were developed--what was good for us is good for you.

(C) Part of the problem, according to one view, is that traditional support jobs are basically the same from GS-09 to GS-16. You get higher pay for doing basically the same job over a 25-year period. There are no developmental aspects.

(D) Another view is that many jobs are developed by the individuals in them. The careerist often makes the job what it is.

(E) Realizing that career development cannot always be the over-riding factor in job assignments, the career service should assure that the burden of this weakness does not fall heavily on any one careerist. For instance, a careerist assigned to a "not-so-developmental" job should be given priority consideration in the selection of his next assignment. The CMO might establish a tickler system to assure that assignment factors of this nature are not overlooked or forgotten.

(F) To facilitate career planning, length of tours, especially at Headquarters, should be flexible, the length being dictated more by developmental aspects than by arbitrary fixed periods of two or three years. For example, when a staff position needs to be filled, the CMO should not ask, "Who is available?" but "Who could benefit by staff work experience?"

2. High % feel MG officers should be given more opportunity to serve in top managerial offices.

SOAG members feel that top managerial positions should be given on basis of managerial ability. (This item is being dropped from the delphi exercise as not being a problem worthy of response.)

3. 89% feel that a system should be provided to guide an individual through a career path.
4. A high % felt that their efforts at outlining their own career path would have little or no impact.
5. Younger officers should have greater voice in the career planning decision-making process. (Concrete suggestions of how this can be accomplished.)
6. High % see position assignments being made with little input from the individual.

(A) SOAG members agree with the majority of MG careerists who feel that outlining of one's own career path would have little or no impact under current practices. (B) They further feel, however, that a system to guide an individual through a career path is an ideal that probably is not workable. Neither the new careerist nor the career managers can pre-determine the careerist's strengths and weaknesses, his (masculine gender used for convenience not because of chauvinism) changing interests, and the long-range organizational requirements. (C) Short-range planning that would give the careerist some firm idea of what is ahead for him over the next 4-6 years is probably more realistic. No one has yet to answer the careerist's question, "Where do I go after I complete this assignment?"

(D) For the long range, the careerist has to assume the responsibility for deciding what he wants to do and plan accordingly. (E) The careerist needs to have a firm plan for the next 5-6 years and a feel for the next 7-15 years. (F) The careerist must make known his own career plan, see to it that he acquires the skills needed to be in a given position at a given time. (G) This is the most that can be expected of the careerist on his own; management has the responsibility for providing career counseling and advice in helping the careerist meet his career plan. (H) Career planning must be a joint endeavor between the individual and the CMO, including planning of assignments, and training, a reversal of past practice when job assignments have been made with little input from the individuals.

(I) One view that deviates from the central theme of the responses is that a system to guide an individual through a career path would be worthwhile, but first the generalist's (as we know it) responsibilities should be defined. A career service generally reacting cannot provide firm career paths. Perhaps all MG jobs can be formally classified according to level of responsibility and identified. What this means is that PMCD must review all jobs and effect grade changes. It might also be possible to identify more senior positions (Executive Officer, Division Chief/Deputy Division Chief in OL, OS, etc.) in other Agency elements for more experienced officers.

7. 48% believe those careerists who know most and get the best assignments are closest to the people who make decisions.


(A) SOAG members tend to agree that those careerists who know most and get the best assignments are often those closest to the officers who are able to influence assignment decisions, but do not feel that this is on a serious scale. (B) Exposure is a good thing. (C) The system works best when those making the decisions know the individuals and are comfortable in placing a particular name against a particular position. (D) On the other hand, the CMO and Board members should make every effort to assure that individuals are not placed at an advantage or disadvantage because of personal acquaintances or lack thereof. (E) We must insist on merit principles being adhered to--not internal politics.

ROUTING AND RECORD SHEET

SUBJECT: (Optional)
MG Career Service Survey

FROM:	Chairman, SOAG Rm. 4E-69	EXTENSION	6200	NO.	
				DATE	25 June 1974

TO: (Officer designation, room number, and building)	DATE		OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
	RECEIVED	FORWARDED		

1.	 2E-42 Hqs.	26 JUN 1974		
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Attached are summaries of the responses to the first 7 items of the Delphi exercise. These first 7 items fall within the same general theme--career development. On the second round, and hopefully the final round, you should (1) indicate those points you disagree with and explain your position in each case, (2) expand on any of the thoughts of the other members of the group and (3) add any additional thoughts that may have been inspired by the thoughts of the others.



Att

25X1A

ADMINISTRATIVE - INTERNAL USE ONLY

9 July 1973

MEMORANDUM FOR: Chairman, Support Officers' Advisory Group

SUBJECT: Perceived Apathy Among "MG" Career Officers

REFERENCE: Memo dtd 14 May '73 to DD/M&S thru A-DD/M&S
fr Chairman, SOAG, subj: Perceived Apathy
Among "S" Career Service Members

1. I appreciate your giving me a copy of the referent memorandum, and I have read it carefully. It is an interesting document but I should like to draw your attention to one error.

2. In paragraph 2a, you state, "One 'S' officer was told by a senior 'S' officer that he (the senior man) had been shown the 'Agency ten year plan' and it called for no change in management philosophy." I understand that this was alleged to have occurred during a conversation which I had with [REDACTED] Mike obviously misunderstood what was said, or someone misunderstood Mike when he was describing our conversation.

3. During Mike's tenure in SSA-DD/M&S, we had several discussions concerning the Agency and its management. During the specific discussion to which he was obviously referring, Mike was making the point that the Agency is entering into a new era, that there will be significant changes in requirements and the means of satisfying those requirements, that the Agency must anticipate those changes and be prepared to accept its responsibilities, and that we are not doing enough to prepare our employees for the expanded challenges of the future. While the conversation took place some time ago, I believe that is a reasonably accurate description of its substance.

4. I told Mike that I had recently participated in the Senior Seminar, that one of the subjects of most interest to the participants was the future mission and role of the Agency, and that each of the Deputy Directors and other executives who addressed the Seminar spoke very candidly about the plans and objectives of their own offices over the next eight to ten years.

ADMINISTRATIVE - INTERNAL USE ONLY

I did not say anything about a "ten-year plan," and if such a plan exists I am not aware of it. I also told Mike that, on the basis of those presentations, it appeared to me and to the other participants that the assets and techniques which will be available to meet intelligence requirements for the rest of the 1970's will probably be the assets which are available to us now or improved versions of them. My point was that, while there will certainly be changes in technology in scientific or highly specialized fields, I had not heard anything which would lead me to conclude that an "S" officer in 1980 would need talent, experience, training, judgment or overall ability radically different from the qualifications we look for today. I did not state that there would be no changes in management philosophy over the next ten years or over any period. Such a statement would be absurd.

5. At the time of our conversation, I knew that Mike was a member of the committee responsible for developing an agenda for the Support Conference which was first scheduled for last spring but which is now planned for early fall. I suggested to him that the mission and functions of the Agency for the next ten years might be an appropriate agenda item for the Conference, and that it should be possible to arrange a session with a panel of executives whose functional responsibilities would make it possible for them to discuss the "changing requirements" with authority. This would answer some of the questions he posed.

6. Could you please make this memorandum available to anyone who is aware that the statement in paragraph 2a was attributed to me. This would include officers who have been members of SOAG since last September. Thanks again for giving me a copy of your memorandum to the DD/M&S.

STATINTL


Special Support Assistant to the DD/M&S

cc: A-DD/M&S

STATINTL

SUBJECT : ATTITUDINAL SURVEY/REPORT AND EVALUATIONS

STATINTL

1. Those points  felt we as SOAG or any Management group could undertake with attainable results:

1. Examine the system on how training, internal/external, is given to careerists, i.e. the selection, etc.
2. Job Content - is there any more responsibility and authority in growth in the jobs given to careerists as their career progresses.
3. Define the role of the MG Careerists, how can he specialize in a Hqs. role and continue to maintain the required flexibility demanded of him by the Career service.
4. Input from other services - (Lateral Entry/Trade-Offs).
5. Career Management Officer, (CMO) - Needs or has all the authority his role provides, should he have more or less?
6. Consider the constraints on the Career Service, we can do only so much.

NOTE: The area of career planning and position assignments received particularly unfavorable comments from a significant number of careerists. They are also concerned with the content of positions in the MG Career Service, they would like to see more responsibility and management activities incorporated in their jobs.

STATINTL

25X1A

Approved For Release 2000/05/16 : CIA-RDP81-00261R000200120005-6

Approved For Release 2000/05/16 : CIA-RDP81-00261R000200120005-6

TOPICS EXAMINED IN MG CAREER SERVICE SURVEY

CAREER DEVELOPMENT

CAREER PLANNING

POSITION ASSIGNMENT

TRAINING

JOB CONTENT

RELATIONSHIP TO OTHER COMPONENTS

PERFORMANCE EVALUATION PROCESS

ADVANCEMENT OPPORTUNITIES

CMO

COMMUNICATIONS

COMPOSITION OF MGCS

FUTURE DIRECTIONS OF MGCS

GENERAL ATMOSPHERE

SOAG

CAREER FLEXIBILITY

JOB SATISFACTION

CAREER DEVELOPMENT

		% DISAGREE	% N.O.	% AGREE
• CAREERIST ASSIGNED TO POSITION WITHOUT CONSIDERATION OF ITS DEVELOPMENTAL ASPECTS		35	11	<u>55</u>
• ADEQUATE HIERARCHY OF JOBS O/S TO PROVIDE FOR CAREER DEVELOPMENT		31	10	<u>59</u>
• O/S SERVICE IS HIGHLY OVER VALUED		<u>67</u>	05	28
• MG OFFICERS SHOULD BE GIVEN MORE OPPORTUNITY TO SERVE IN TOP MANAGERIAL OFFICES		02	13	<u>85</u>
• PROPER ATTENTION GIVEN TO YOUR CAREER DEVELOPMENT IN MG CAREER SERVICE	% 01	A.	CAREFULLY PLANNED AND FOLLOWED	
	30	B.	GIVEN ADEQUATE ATTENTION	
	30	C.	SOME ATTENTION, LITTLE PLANNING	
	61% } 31	D.	C.D. HAS BEEN LACKING MOSTLY CIRCUMSTANCES	
	08	E.	NOT CONSIDERED	
• WHAT IMPACT HAVE YOU HAD ON YOUR OWN CAREER DEVELOPMENT	08	A.	NONE	
	33	B.	SOME	
	36	C.	GOOD DEAL	
	14	D.	PRIMARY FACTOR	
	09	E.	UNCERTAIN	
• EXTENT OF DEVELOPMENTAL ASSIGNMENTS	27	A.	ALL HAVE BEEN	
	41	B.	MOST HAVE BEEN	
	26	C.	FEW HAVE BEEN	
	05	D.	ALMOST NONE	
	01	E.	UNDECIDED	
• TO WHAT EXTENT HAS COVER BEEN PROFESSIONAL HANDICAP IN ASSOCIATIONS OUTSIDE THE AGENCY	04	A.	VERY GREAT EXTENT	
	09	B.	GREAT EXTENT	
	20	C.	SOME EXTENT	
	18	D.	SMALL EXTENT	
	49	E.	NOT AT ALL	

CAREER PLANNING

	% DISAGREE	% N.O.	% AGREE
• YOUR OWN EFFORT AT OUTLINING CAREER PATH WOULD HAVE LITTLE OR NO IMPACT	42	08	<u>50</u>
• MANY OUTSTANDING PEOPLE LOST THROUGH LACK OF ADEQUATE CAREER PLANNING	36	19	<u>45</u>
• A LACK OF METHODOLOGY TO THE CAREER PLANNING PROCESS	27	15	<u>58</u>
• A SYSTEM SHOULD BE ESTABLISHED TO GUIDE AN INDIVIDUAL THRU A CAREER PATH	08	03	<u>89</u>
• CAREER PLANNING SHOULD BE A JOINT EFFORT BETWEEN CAREER-IST AND CAREER BOARD	05	03	<u>92</u>
• YOUNGER OFFICERS SHOULD HAVE GREATER VOICE IN CAREER PLANNING DECISION MAKING PROCESS IN MGCS	35	12	<u>53</u>
• IF YOU QUESTIONED OR REFUSED AN ASSIGNMENT MANAGEMENT WOULD	<u>49</u>		
	19		
	07		
	06		
	19		
		A.	CONSIDER IT NEGATIVE MARK
		B.	DISLIKE ACTIONS BUT NOT AFFECT CAREER
		C.	NEUTRAL
		D.	CONSIDER IT POSITIVE INPUT IN CAREER PLANNING
		E.	NONE OF THESE

POSITION ASSIGNMENT

	% DISAGREE	% N.O.	% AGREE
• DECISIONS ON WHO IS PLACED IN AN ASSIGNMENT MADE WITH NO INPUT FROM INDIVIDUAL	45	05	<u>50</u>
• FAMILY HARDSHIPS ADEQUATELY CONSIDERED WHEN MAKING ASSIGNMENTS	08	14	<u>78</u>
• ASSIGNMENT PROCESS BASED ON "FIRE FIGHTING" AND LAST MINUTE PLANNING	<u>47</u>	06	<u>47</u>
• ONE PERSON, CHAIRMAN OF STAFF OPERATIONS PANEL, HAS TOO MUCH SAY IN WHO GETS PROMOTED OR WHO RECEIVES ASSIGNMENTS IN THE MGCS	31	<u>50</u>	19
• THERE IS AN OVERUSE OF PRA	26	<u>40</u>	34
• POSITION AVAILABILITY SHOULD BE LISTED FOR HQS. ASSIGN- MENTS	02	05	<u>93</u>
• LENGTH OF POSITION ASSIGN- MENT SHOULD VARY WITH DIFFICULTY OF THE POSITION	22	14	<u>64</u>
• MG CAREERISTS WHO KNOW MOST AND GET BEST ASSIGN- MENTS ARE THOSE CLOSEST TO THE PEOPLE WHO MAKE DECISIONS	30	22	<u>48</u>
• PROBLEMS WHICH EXIST MAKE IT IMPOSSIBLE TO MORE CLEARLY PLAN CAREER PATHS	<u>58</u>	04	38

TRAINING

		% DISAGREE	% N.O.	% AGREE
• TRAINING RECEIVED IS ADEQUATELY UTILIZED		<u>40</u>	24	36
• TRAINING SHOULD MORE CLOSELY FIT NEEDS OF THE INDIVIDUAL, THAN FILLING QUOTAS		04	11	<u>85</u>
• MANY JOBS IN MGCS DO NOT NECESSITATE THE EDUCATIONAL REQUIREMENTS CURRENTLY CALLED FOR		23	19	<u>58</u>
• AN EMPLOYEE WHO HAS BEEN ON EXTENDED LEAVE FOR TRAINING PURPOSES IS PUT AT A DIS-ADVANTAGE IN COMPETING FOR PROMOTIONS		<u>39</u>	<u>38</u>	23
• MG CAREERISTS ARE ENCOURAGED TO MAINTAIN A CURRENT KNOWLEDGE OF PUBLIC ADMIN, AND MANAGEMENT SCIENCES		20	20	<u>60</u>
• TRAINING FOR MANAGEMENT POSITIONS IS	57% { 07 44 30 01 18			A. NON-EXISTENT B. INSUFFICIENT C. APPROPRIATE AND SUFFICIENT D. OVERDONE E. UNSURE
• TO WHAT EXTENT IS MANAGEMENT TRAINING OFFERED AT THE APPROPRIATE TIME DURING A PERSON'S CAREER	47% { 01 31 21 26 21			A. IT IS VERY TIMELY B. IT IS USUALLY TIMELY C. LITTLE LOGIC TO TIMING D. NO APPARENT PLANNING E. UNSURE
• TO WHAT EXTENT IS MAINTENANCE OF UP-TO-DATE KNOWLEDGE OF THE FIELD OF PUBLIC ADMIN, AND MANAGEMENT SCIENCES NECESSARY FOR THE MG CAREERIST	14 21 51 10 04			A. ABSOLUTELY ESSENTIAL B. QUITE NECESSARY C. USEFUL D. SOMEWHAT USEFUL E. UNNECESSARY

JOB CONTENT

	% DISAGREE	% N.O.	% AGREE
• SUPPORT OFFICER SHOULD PLAY MORE ACTIVE DECISION MAKING ROLE IN O/S STATION	13	16	<u>71</u>
• THERE IS VERY LITTLE DELEGATION OF AUTHORITY TO THE SUPPORT OFFICER IN THE O/S STATION	<u>57</u>	12	31
• THE COS WILL DEMAND AND GET SOMEONE WITH A HIGHER GRADE FOR A LOWER GRADED JOB	<u>32</u>	<u>35</u>	<u>33</u>
• O/S ASSIGNMENTS SHOULD BE REVIEWED FOR REGRADING OF INAPPROPRIATELY GRADED POSITIONS (UP OR DOWN)	03	07	<u>90</u>
• ABSENCE OF RESPONSIBILITY AND POOR CONTENT OF MANY POSITIONS IN THE DDM&S CAUSES MG CAREERISTS TO LOSE THEIR MOTIVATION	32	09	<u>59</u>
• RESPONSIBILITY AND AUTHORITY OF AN ADMIN OFFICER IN AN O/S STATION IS LARGELY DEPENDENT ON THE INDIVIDUAL'S ABILITY TO DEVELOP THE JOB	13	07	<u>80</u>
• RESPONSIBILITIES OF THE MG CAREERIST IN A COMPONENT SHOULD INCLUDE ANALYSES OF THE EFFECTIVENESS OF ONGOING PROGRAMS IN THE COMPONENT	08	10	<u>82</u>
• THE MG CAREERIST SHOULD STRIVE FOR A LEADERSHIP ROLE IN THE COMPONENT IN WHICH HE WORKS	02	03	<u>95</u>
• MG CAREERISTS SHOULD HELP FORMULATE GOALS, OBJECTIVES AND VALUES FOR THE M&S DIRECTORATE	00	02	<u>98</u>

JOB CONTENT CONTINUED

- | | | |
|---|--|--|
| THE ADMIN OFFICER'S POSITION
IN TERMS OF RESPONSIBILITY
AND AUTHORITY SHOULD BE | 7
73
13
01
13 | A. MORE CLEARLY DEFINED
B. LEFT TO DESIRES OF THE COS
C. LESS CLEARLY DEFINED
D. NO OPINION |
| TO WHAT EXTENT HAVE YOUR
JOBS CHALLENGED YOUR
ABILITIES | 81% 26
55
18
01
00 | A. ALL HAVE BEEN CHALLENGING
B. MOST HAVE BEEN CHALLENGING
C. FEW HAVE BEEN CHALLENGING
D. NONE HAVE BEEN CHALLENGING
E. HAVE BEEN A WASTE OF MY
TALENT |
| TO WHAT EXTENT IS THE SUPPORT
OFFICER IN AN O/S ASSIGNMENT
REQUIRED TO INAPPROPRIATELY
VIOLATE REGULATIONS | 42% 02
07
33
32
45% 11
15 | A. HAPPENS FREQUENTLY
B. HAPPENS OFTEN
C. HAPPENS OCCASIONALLY
D. HAPPENS SELDOM
E. NEVER HAPPENS
F. DO NOT KNOW |
| ON THE BASIS OF YOUR
EXPERIENCE, EDUCATION, JOB
ASSIGNMENTS AND RECORD OF
ACCOMPLISHMENTS DO YOU FEEL
YOU ARE | 36
01
63 | A. AT THE APPROPRIATE GRADE
B. OVERGRADED
C. UNDERGRADED |
| HOW CHALLENGING AND DEVELOP-
MENTAL IS YOUR CURRENT
ASSIGNMENT | 50% { 27
23
30
15
04
01 | A. VERY CHALLENGING AND
DEVELOPMENTAL
B. QUITE CHALLENGING AND
DEVELOPMENTAL
C. SOMEWHAT CHALLENGING AND
DEVELOPMENTAL
D. NOT VERY CHALLENGING AND
DEVELOPMENTAL
E. NOT AT ALL CHALLENGING
AND DEVELOPMENTAL
F. NO OPINION |

RELATIONSHIP TO OTHER COMPONENTS

	% DISAGREE	% N.O.	% AGREE
• THE REST OF THE AGENCY VIEWS MG CAREERISTS AS SECOND CLASS CITIZENS. YOU'RE EXPECTED TO "HAUL WHEN CALLED"	36	02	<u>62</u>
• COS EXPECTS SUPPORT PERSONNEL TO BE IN TOTALLY REACTIVE STATUS	35	09	<u>56</u>
• DDM&S MANAGEMENT SHOULD MAKE EFFORT TO CHANGE ROLE OF SUPPORT OFFICER IN RELATION TO COS	27	14	<u>59</u>
• SPECIALISTS IN OTHER COMPONENTS SHOULD BE BROUGHT INTO MG CAREER SERVICE BUT LEFT IN THEIR OWN CAREER SERVICE	<u>40</u>	13	<u>47</u>
• IN RELATION TO REST OF THE AGENCY THE DDM&S PERSONNEL ARE	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p style="text-align: center;">%</p> <p>68% {</p> <p>15</p> <p>54</p> <p>25</p> <p>06</p> </div> <div> <p>A. TREATED AS SECOND CLASS CITIZENS</p> <p>B. TREATED AS LESS THAN EQUALS BUT IMPROVING</p> <p>C. TREATED AS EQUALS</p> <p>D. NO OPINION</p> </div> </div>		

PERFORMANCE EVALUATION PROCESS

		% DISAGREE	% N.O.	% AGREE
• OUTSTANDING PERFORMANCE IS PROPERLY RECOGNIZED BY MGCS		34	18	<u>48</u>
• THE CAREER MANAGEMENT OFFICE IS AS OPEN AS IT SHOULD BE WHEN DISCUSSING A PERSON'S PERFORMANCE AND POTENTIAL		32	16	<u>52</u>
• THE PERFORMANCE EVALUATION PROCESS IS AN EFFECTIVE ONE		<u>43</u>	14	<u>43</u>
• SHOULD BE INPUT INTO FITNESS REPORT FROM SOMEONE IN MGCS IN ADDITION TO SUPERVISOR IN COMPONENT		09	03	<u>88</u>
• TO WHAT EXTENT ARE YOU FAMILIAR WITH THE EVALUATION PROCESS?	% 18 37 37 07 01	A. KNOW PROCESS WELL B. HAVE ADEQUATE KNOWLEDGE OF PROCESS C. HAVE LITTLE KNOWLEDGE OF PROCESS D. HAVE NO KNOWLEDGE OF PROCESS E. DON'T THINK THERE IS A PROCESS		
• TO WHAT EXTENT DO YOU FEEL OUTSTANDING PERFORMANCE IS RECOGNIZED IN MGCS?	02 17 <u>38</u> <u>34</u> 09	A. NOT AT ALL B. VERY LITTLE C. MODERATE EXTENT D. IS APPROPRIATELY RECOGNIZED E. NO OPINION		
• IF YOU HAD YOUR WAY WOULD YOU	07 29 23 <u>41</u>	A. COMPLETELY CHANGE EVALUATION PROCESS B. ALTER PARTS OF PROCESS C. LEAVE AS IS D. DON'T KNOW ENOUGH TO MAKE JUDGMENT		

ADVANCEMENT OPPORTUNITIES

	% DISAGREE	% N.O.	% AGREE
• THERE ARE SO MANY PEOPLE IN THE MGCS THAT MOVEMENT UP IS SEVERELY RESTRICTED; NOT ENOUGH GOOD JOBS TO GO AROUND.	<u>56</u>	13	31
• ONE OF THE MOST IMPORTANT FACTORS IN ADVANCEMENT IS HAVING THE RIGHT BOSS.	26	03	<u>71</u>
• A CAREER IN THE MGCS WAS OVERSOLD WITH PROMISES OF RAPID MANAGERIAL ADVANCEMENT.	<u>56</u>	25	19
• OVERSEAS PROMOTIONS ARE OFTEN BASED ON WHO YOU KNOW IN HQS.	34	23	<u>43</u>
• THE PRIME FACTOR IN PROMOTIONS IS VISIBILITY, I.E., WHO IS BEST KNOWN BY THOSE MAKING PROMOTION DECISIONS.	24	12	<u>64</u>
• LATERAL MOVEMENT INTO MGCS POSITIONS BY PERSONNEL OUTSIDE THE MGCS IS FRUSTRATING BECAUSE IT REDUCES HEADROOM.	28	13	<u>59</u>
• NO ONE AT A GS-14 OR 15 LEVEL OR HIGHER SHOULD BE BROUGHT INTO THE MGCS FROM ANOTHER CAREER SERVICE.	<u>46</u>	06	<u>48</u>
• DECISIONS ON WHO GETS PROMOTED IN THE MGCS HAVE BEEN MADE FAIRLY AND EQUITABLY.	<u>37</u>	24	<u>39</u>
• OPPORTUNITIES FOR ADVANCEMENT IN THE MGCS ARE:	%		
	07	A. POOR	
	18	B. FAIR	
	<u>48</u>	C. AVERAGE	
	23	D. GOOD	
	04	E. EXCELLENT	
• OPPORTUNITIES FOR ADVANCEMENT IN OTHER CAREER SERVICES ARE:	19	A. BETTER THAN IN MGCS	
	<u>48</u>	B. ABOUT THE SAME AS IN MGCS	
	<u>10</u>	C. NOT AS GOOD AS IN THE MGCS	
	23	D. DO NOT KNOW	

CMO

	% DISAGREE	% N.O.	% AGREE
• THE CMO DOES NOT CARRY ENOUGH AUTHORITY TO HAVE SUFFICIENT IMPACT ON CAREER PLANNING	27	20	<u>53</u>
• NOT ENOUGH MANPOWER HAS BEEN APPLIED TO CAREER MANAGEMENT TO ADEQUATELY HANDLE THAT AREA OF RESPONSIBILITY	<u>56</u>	15	29
• THE CMO SHOULD HAVE THE AUTHORITY TO RUN THE CAREER SERVICE	24	05	<u>71</u>
• THE CMO SHOULD BE A LONG TERM POSITION (SEVERAL YEARS) NOT JUST ANOTHER ROTATIONAL ASSIGNMENT	20	22	<u>58</u>

COMMUNICATIONS

	% DISAGREE	% N.O.	% AGREE
• THERE ARE NO REAL PROBLEMS IN COMMUNICATION IN THE MGCS	<u>66</u>	10	24
• IN THE FIELD THERE IS NOT ENOUGH INFORMATION ABOUT WHAT'S GOING ON IN THE MGCS	09	11	<u>80</u>
• PERIODIC SESSIONS (CONFERENCES) SHOULD BE HELD AMONG HQS. ADMIN OFFICERS BECAUSE THERE IS NO OTHER WAY FOR THEM TO GET TOGETHER	08	10	<u>82</u>
• REGIONAL CONFERENCES SHOULD BE HELD FOR PERSONNEL ASSIGNED O/S TO PROVIDE A MEANS OF COMMUNICATING	05	06	<u>89</u>
• THE MGCS CONFERENCES PROVIDE A VERY USEFUL COMMUNICATION FUNCTION	03	13	<u>84</u>
• TO WHAT EXTENT ARE COMMUNICATIONS IN THE MGCS A PROBLEM	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>8 29</p> <p>11</p> <p>38</p> <p>33</p> <p>09</p> <p>09</p> </div> <div> <p>A. A SEVERE PROBLEM</p> <p>B. SOMEWHAT OF A PROBLEM</p> <p>C. A MINOR PROBLEM</p> <p>D. NO PROBLEM</p> <p>E. UNSURE</p> </div> </div>		

COMPOSITION OF MGCS

	% DISAGREE	% N.O.	% AGREE
• THE MGCS SHOULD BE LIMITED TO "GENERALISTS"	37	05	<u>58</u>
• THE CT PROGRAM IS A GOOD SOURCE OF MGCS PERSONNEL	21	16	<u>63</u>
• SPECIALISTS AND GENERALISTS SHOULD BE ADMINISTERED IN SEPARATE CAREER SERVICES	22	07	<u>71</u>
• GENERALISTS AND SPECIALISTS RECEIVE EQUAL TREATMENT IN THE MGCS	<u>39</u>	39	22
• IF DISAGREE IN ABOVE WHO GETS FAVORED TREATMENT	<u>28</u> <u>72</u>	A. SPECIALISTS B. GENERALISTS	N= 47

FUTURE DIRECTION OF MGCS

	% DISAGREE	% N.O.	% AGREE
• THE MG CAREERIST SHOULD PLAY A MORE ACTIVE ROLE IN SETTING MANAGEMENT GOALS AND OBJECTIVES IN THE COMPONENT IN WHICH HE WORKS	06	07	<u>87</u>
• THE ROLE OF THE MG CAREERIST AS A SUPPORT OFFICER MUST CHANGE AS THE AGENCY CHANGES	02	01	<u>97</u>

GENERAL ATMOSPHERE

	% DISAGREE	% N.O.	% AGREE
• THE FEELING IS HELD BY TOP MANAGEMENT THAT "WE CAME UP THAT WAY SO CAN YOU"	34	26	<u>40</u>
• THE PHILOSOPHY OF MANY CAREERISTS IN THE MGCS IS "DON'T ROCK THE BOAT"	36	13	<u>51</u>
• THERE IS NO PROCEDURE BY WHICH SUPPORT OFFICERS CAN HAVE GRIEVANCES HEARD	<u>72</u>	13	15
• THE MORE SENIOR MG CAREERISTS ARE VERY RELUCTANT TO CHANGE	31	17	<u>52</u>
• ANYONE IN THE MGCS HAS ACCESS TO THE DDM'S IF THERE IS SOMETHING THEY WISH TO DISCUSS	17	27	<u>56</u>
• SENIOR OFFICIALS IN THE "M" CAREER SERVICE ARE GENERALLY FUTURISTIC IN ORIENTATION; ANTICIPATE PROBLEMS AND ASCERTAIN SOLUTIONS	<u>45</u>	33	22
• DO YOU PLAN TO STAY IN THE AGENCY	15% {	02 A. DEFINITELY WON'T STAY	
	03 B. PROBABLY WON'T STAY		
	10 C. UNDECIDED		
	27 D. PROBABLY WILL STAY		
	<u>58</u> E. DEFINITELY WILL STAY		
• HOW WELL DO YOU FEEL YOU UNDERSTAND THE OVERALL OPERATION OF THE MGCS	36% {	17 A. VERY WELL	
	19 B. QUITE WELL		
	42 C. ADEQUATE UNDERSTANDING		
	20% {	19 D. NOT VERY WELL	
	01 E. NOT AT ALL WELL		
	02 F. UNDECIDED		

SOAG

	% DISAGREE	% N.O.	% AGREE
THE SUPPORT OFFICER ADVISORY GROUP PROVIDES A MUCH NEEDED FUNCTION IN THE MGCS	14	36	<u>50</u>
SOAG HAS BEEN EFFECTIVE IN FULFILLING ITS FUNCTION IN THE MGCS	18	<u>45</u>	<u>37</u>

CAREER FLEXIBILITY

		% DISAGREE	% N.O.	% AGREE
THE MGCS IS MADE UP OF PEOPLE WHO CAN TAKE ON A VARIETY OF MANAGERIAL AND LEADERSHIP ROLES THROUGHOUT THE AGENCY		08	05	<u>87</u>
TO WHAT EXTENT DO YOU FEEL COMPETENT TO ASSUME A POSITION IN ANOTHER COMPONENT OF THE DDM&S	97% {	% <u>77</u>		
		<u>20</u>		
	03			
	00			
	00			
TO WHAT EXTENT DO YOU FEEL COMPETENT TO ASSUME A POSITION -- NOT A SUPPORT POSITION -- IN A COMPONENT OUTSIDE OF THE DDM&S	82% {	<u>44</u>		
		<u>38</u>		
	15			
	02			
	01			

JOB SATISFACTION

%

HOW SATISFYING IS YOUR CURRENT ASSIGNMENT	62% {	39	A.	VERY SATISFYING
		27	B.	SATISFYING
		23	C.	SOMEWHAT SATISFYING
		09	D.	DISSATISFYING
		01	E.	VERY DISSATISFYING
HOW SATISFYING WAS YOUR LAST ASSIGNMENT	69% {	49	A.	VERY SATISFYING
		20	B.	SATISFYING
		17	C.	SOMEWHAT SATISFYING
		06	D.	DISSATISFYING
		07	E.	VERY DISSATISFYING

The Agency and the Young Employee

The Agency recruits many of its professional employees directly from the college campus where the life-styles, values, experience and priorities of the young are at odds with the values and attitudes of Agency supervisors.

Motivating and gaining the maximum job effort and cooperation from the young employee is a challenge for many "old-line" supervisors. Supervising and directing of the young today is frustrating and can even be hopeless unless an effort is made to understand "where the young employee is at." If this effort is not made, the young employees will suffer in the short term, but the Agency will be the loser in the long run.

This paper presents the writer's view of the historical, social and political consciousness of American youth who are now moving into the job market and who will do so in increasing numbers throughout the Seventies. The paper explores the values and attitudes of the youthful job seeker, where these values have been derived, what the young employee is likely to expect from a position within the Agency, the type of work environment that "turns him on," and areas of divergence between the young worker and the older manager.

The youth counter-culture consists of several elements. There is a core of those who have become so disillusioned with

the dominant society that they have rejected the values and structures of our society and have dropped out or turned on. Among these elements would be users of hard drugs, those who have a prolonged history of soft drug use, and those whose life-style includes commune living or "rip-off" (living off society through stealing). They also include the extreme activists who actively work to destroy "the establishment" -- the campus radical or factions of the underground, i.e., the Weathermen.

Outside this core there are those who have experimented in the counter-culture, perhaps briefly, or who share some if not all counter-culture values, but do not carry through on these values to the point of extreme action. This latter group includes the social activists who follow Ralph Nader and the political activists who are still willing to work for change from within the system but who reject in varying degrees the assumptions and views of the dominant culture. It appears likely that the Agency will not be recruiting from the core of the youth counter-culture but is likely to come into contact with those outside this core.

American youth of today are loosely bound together in at least one regard -- a fairly homogeneous experience of childhood, adolescence and early maturity. To some degree this shared experience has shaped the perceptions and

perspectives of most of today's young -- from counter-culturist to straight.

The typical young employee was born between the years 1945 to 1950, and grew up during the decade of the Fifties. Through the eyes of the youth of today, this decade was shallow if not hypocritical. To them it was an age when liberalism was overshadowed by the McCarthy witch hunt. It was the time of another "silent majority" -- the mass consumer who sought creature comforts and was complacent toward the social problems which lay beneath the surface and were to erupt on the American scene during the Sixties -- poverty and inequality amidst the Affluent Democracy.

Still, the Fifties had a profound effect upon the development of the child. For within this environment the child grew up in resplendent affluence and technological wonder. The parents lavished their new abundance upon the child. Basic needs were over-met, material desires were encouraged and over-fed. The society around him was mobile and he became accustomed to rapid change through technological breakthroughs. The wonders of television enabled him to gorge himself on violence and easy solutions to a myriad of world problems. Unlike any earlier generation, he gleaned from television a sophistication and consciousness

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of man's troubles before his time. Child psychologists encouraged and began the era of child permissiveness and continued progressive education. In his early years, at home and in school, he was encouraged to seek and find for himself the rules by which he should live and the life he should follow. His place in society was to be determined by his ability and interests. He was taught to question, not only his peers, but also those in authority.

By the time of President Kennedy, our typical youth was in or approaching high school. Kennedy caught the imagination and spirit of his older brothers and sisters through his dynamism and vigor in seeking the involvement and commitment of the young in solving America's problems. The early years of the Sixties also saw the struggle for human civil rights by the Black minority. Through television this struggle was poignantly brought into the living rooms of American homes where emotionally charged pictures of adult whites taunting black children and the policeman's dog snarling at the disenfranchized blacks left a marked imprint upon impressionable young minds. Moreover, the assassination of President Kennedy -- a blow to the country as a whole -- had a special impact upon the young.

During the presidential campaign of 1964, youth sought the election of President Johnson. The SDS (Students for a Democratic Society) endorsed him as their choice over

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Goldwater primarily because Johnson promised a leveling off of the U.S. involvement in Vietnam. The idea that international differences can be solved by military force is absurd to the young. They watched as the military build-up in Vietnam escalated under President Johnson, and they were shocked but united against what they regarded as a betrayal. Despite the vocal dissent, peaceful protests and demonstrations, the system remained unresponsive. In 1968, another election year, first Eugene McCarthy and then Robert Kennedy -- both of whom youth felt were working against the war and for minorities, the poor and the young -- were able to siphon off a great deal of the volatile youthful tendencies and to put them to work for changing the system from within. The defeat of McCarthy in the face of an escalation of the Vietnam War by a Democratic administration and the assassination of Kennedy were bitter blows for young idealists. But the final disillusionment was still to come at the Democratic Convention. In the eyes of the young, this was "the Chicago police riot" where dissent could not be tolerated and therefore had to be crushed. The year 1968 saw the beginnings of the counter-culture movement in the form of hippies moving into the Haight-Asbury district of California. The movement gained ground rapidly and, during the early part of the next year, violence rocked the

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American campuses, reaching its apex with the shocking deaths of the students at Kent State and Jackson State in early 1970.

The impact of this social and political environment on individual American youths has been diffuse, but it is within the context of these perceived experiences that the future CIA employee worked his way through college and graduate school. On the one hand, this environment spawned the counter-culture in which the young, repelled by society and its institutions, disgusted by white indifference to the black's struggle for equality, and sickened by an immoral war, seek refuge.

The basis of the movement, the adherents claim, is rejection of the dominant culture. The symbols of the rejection are the long-hair, colorful clothing, drugs and bearded faces. They claim to have found the "new morality" when, in fact, the young seem to have reordered and restructured the priorities of the dominant society. They reject deferred gratification and instead seek what they desire now, whether it be sex, drugs or politics. One manifestation of this can be seen in their slogans and signs "Peace Now." The counter-culture movement is also a return to the basics of human life. Interpersonal relationships and feelings for other human beings are far more important than the material goods of our society. Nature

is more beautiful and serene than all of man's technology combined. Counter-culturists are willing to live at the subsistence level and cooperate with the establishment only to the extent of fulfilling their basic wants. The youthful adherents reject authoritarian figures and institutions. They hold the government in particular contempt and are basically disinterested in its policies unless they impact on them directly as in the case of draft laws or laws against the use of drugs.

The young Agency employee or the potential employee shares common experiences with his counterparts in the sub-culture and, although he may not have been in most instances an active participant in this counter-culture, he has been in close touch with it and its views. These two influences seem to combine to give the young employee within our midst a different orientation and motivation. His world outlook is different from the typical older supervisor.

The typical young employee is not motivated by money. This does not mean that he rejects it nor the goods which money implies, but money is not his primary goal of life. He simply takes an adequate salary and a certain standard of living as given. Less money and he would not work for a particular company or institution; more money, so much the better, but not a significant factor in determining his motivation or loyalties. In a similar vein, he expects an

adequate working environment, but not a pretentious one. The wooden furniture of upper management leaves him unimpressed and does not elicit his respect. One value which has replaced the emphasis upon materialism is that of social commitment, a commitment which is not seen as divorced from the work environment. Every work organization, in his view, has a responsibility to respond to social problems. This Agency has already been challenged to think through its policies and to redouble its efforts to recruit, train and place professionals from minority groups. Moreover, the time may not be far away when questions will be raised inside the Agency about the value to American society of one or more of the major Agency functions.

The challenge of the young employee's position, the meaning and depth of his work are his primary motivators. He wants to be able to see that his work has purpose and meaning and is of value to others or to society. His work is important to him because he is involved with helping others. Menial work -- until "he learns the business" -- is anathema and is met with derision. He similarly views long periods of training, job orientation and job rotation as wasteful of his time. He wants to accept responsibility and he wants to do so "now." The young employee is not asking or demanding to be made Director or Executive Director, but he is asking for the freedom, on the one hand, to hang himself if his judgments and decisions are wrong,

and, on the other hand, to savor his success when he proves right. It is not unlikely that you will find among the new employees some who have held far more important and responsible positions on the college campus than they will hold with the Agency for some years. He wants the quality of his previous experience to count for something rather than just quantity of time spent on the job.

The young employee is a mobile employee even in the present tight job market and economic difficulties. Change is common and familiar to him as well as expected. His employment with the Agency does not have the sanctity of a marriage contract. If dissatisfied he will leave, even at a lower rate of pay if the new opening offers challenge and responsibility. He is not disloyal, but his loyalty to an institution is an emotionally complex issue. The "credibility gaps" of the Sixties make him distrustful, not only of government, but of most institutions. His respect and loyalty must be earned.

The young employee intensely craves feedback. His respect can be earned through honest and forthright leveling with him. In reverse, holding back or distorting the truth are eventually recognized, and he is confused or angered. Moreover, because his perspectives are related to the here and now, he wants frequent feedback. The yearly

fitness report is not frequent enough. When his efforts succeed he wants to know that others know, and he wants to enjoy the satisfaction now. Similarly, if he fails in his supervisor's view, he expects equal treatment so he can take his own corrective actions.

People who command important squares in the organizational chart are not ipso facto brighter or deserving of instant respect. In fact, the young employee may be suspicious of authoritarian figures and holds his own views and prejudices toward those assigned over him. He will not cower from directly confronting higher management. Moreover, he may seek out members of top management for their view of Agency policies and attitudes, since who is better able than the office chiefs or the Deputy Directors to translate policy. He may even challenge them directly or in concert with his peers.

Throughout his childhood and adolescence he was encouraged to question the "conventional wisdom" and the sources of this wisdom. During early maturity he learned that America's institutions can and in some cases must be challenged to make them more responsive to human needs. Thus, a supervisor can anticipate that Agency decisions and policies will come under close scrutiny by the young employee. Questions will be asked of the oldest and most basic purposes of intelligence work. The questioning is

not a threat and can be a healthy and refreshing exercise. The worst response is to refuse the dialogue or to hide or obscure the answer since it closes off communication and forces the opening of unofficial lines and channels which are often confused and distorted. Moreover, to close the lines of communication, to be inflexible and authoritarian is to risk a more radical response from the young. This occurred in the domestic arena, and on college campus.

Finally, a word on the young employee's life-style, dress, appearance and speech. These mannerisms are meant to distinguish him as different; one whose outlook, in his own perception of himself, is different. They can cause anguish and aggravation but they should be recognized for what they are -- the outward appearance of a differently oriented individual.

CIA is just beginning to see the influx of the new generation. Agency managers and supervisors should welcome, understand and motivate our young employees, for many are representative of the best educated and most articulate of the generation. They can be a great asset to the present and future of CIA. In the words of several young employees already on the Agency campus: "This is a good Agency; let's make it a great one."

Name:

Grade:

DOG:

Last Assignment- (Position, Title, Grade of position, and Location)

Number of people in component served:

Number of personnel in your staff; their title and grade:

If overseas, was language required to get the job? If so, was it necessary?

If not, should it have been?

Describe your responsibilities in as much detail as possible indicating the percent of time devoted to each category and the relative degree of difficulty.

Were you an active member of the Office/Station Management Team?

Were your abilities and experience fully utilized? If not, to what degree?

Be specific.

Do you think this assignment was beneficial?

If your last assignment was at Headquarters what formal training program did you attend?

If overseas, what training program would have helped you on the job?

Have you had difficulties getting Office approval for training?

What training do you need?

Would you recommend the job as a "growth assignment" for someone junior to the grade of the position?

What other comments would you care to make about the job?

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The purpose of the attached questionnaire is to provide the Career Management Office with a reasonably current and realistic idea of the scope of the positions we are expected to staff throughout the world. The questionnaire will be used as a guide to personnel selection, counseling, training and where appropriate, for position review.

The thrust of this questionnaire is to get a candid critique of our classification, assignment, training and career management process as they relate to individuals and specific positions. Candor is the key to making this a valuable tool for improving the career management/planning process. This questionnaire will be controlled by the CMO/DDA and only used for the purposes stated. The CMO will be glad to discuss the questionnaire with you either before or after completion or both.

(NOTE: The above may either be in the form of a cover sheet or may be presented orally at the time the sheet is handed out, but the idea of candor must be stressed.)

NAME _____ DATE _____
DOB _____ DOB _____
GRADE _____

1. Last Assignment:

- a. Location _____
b. Dates of Tour _____ From _____ To _____
c. Position Title _____
d. Position Grade _____

25X1C

f. Compare this assignment with previous assignment (more or less challenging, more or less responsibility, about the same, etc.).

g. Considering your desired career path, did it make sense to give you this assignment? (Explain)

h. Is the position properly graded? (Explain)

i. What is the highest graded officer you believe should be assigned to this job? (Explain if higher or lower than position grade and indicate if position review is advisable.)

2. Responsibilities

- a. Number of Staff Personnel Supported _____
b. Number of Contract Personnel Supported _____
c. Personnel you Supervised (By Title and Grade)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

d. Were you an active member of the office/station management team? _____

e. To whom did you report (office director, COS, D/COS)?

25X1C

officer a member of such committees? _____

g. Were you actively involved in operational functions?

25X1C

i. Unique responsibilities and problems of position and/or station.

3. Brief Job Description

Brief description of assignment (not the official description but a practical one which will better enable the selection of a candidate for the position and offer the nominee for the assignment a realistic over-view of the day-to-day responsibilities -- indicate percentage of time spent on major functional areas -- see sample descriptions provided) use extra sheets if desired.

4. Preparation for Assignment

a. What training did you receive prior to assignment
(include informal on-the-job training in Headquarters component.)

b. Was a foreign language required to get the job?

If so, did you need it?

If not, should it have been? (briefly explain why)

c. What other training do you feel would have been beneficial?
(Or What Training Was Unnecessary)

d. Were You Qualified _____

Over Qualified _____

Under Qualified _____ for the job?

e. What qualifications should be emphasized/required?
(include previous experience)

f. Do you believe the assignment was beneficial to your
career? (explain)

g. Were your abilities and experience utilized to a
reasonable degree? (explain)

h. What are some things you wish you had been told prior
to the assignment?

5. Post Conditions (Outside Headquarters)

- a. Housing (availability and Quality)
- b. Schooling (level and Quality)
- c. Food (availability)
- d. Health (conditions and care)
- e. Training (facilities available)
- f. Significant local restrictions (customs, civil unrest, etc.)

6. Other Comments

SECRETARIAL ROTATION QUESTIONNAIRE

Instructions: Circle the response which most accurately reflects your situation or feelings regarding the following questions.

BACKGROUND INFORMATION

Please indicate your present:

1. GS Level

1. GS-07
2. GS-08
3. GS-09

2. Length of time in present position.

1. Less than 6 months.
2. 6 months - 1 year.
3. 1 - 3 years.
4. 3 - 5 years.
5. 5 years or over.

3. Office

- | | |
|--------|---------|
| 1. OF | 6. OL |
| 2. OS | 7. MGCS |
| 3. OP | 8. OJCS |
| 4. OMS | 9. OTR |
| 5. OC | |

4. Length of time in current grade.

1. Less than 6 months.
2. 6 months - 1 year.
3. 1 - 3 years.
4. 3 - 5 years.
5. 5 years or over.

QUESTIONNAIRE

1. Do you feel that a secretarial rotation program similar to the one described in the cover memo should be established?
 1. Yes
 2. No
 3. Undecided

2. Would you be interested in participating in a secretarial rotation program similar to the one described?
 1. Yes
 2. No
 3. Undecided

3. Do you feel the duties of the assignment to which the individual is rotated should be:
 1. Similar to the duties of their permanent assignment.
 2. Substantially different from the duties of their permanent assignment.
 3. Makes no difference in terms of job duties.

4. Although the initial trial period will be three months long, the length of the longer term assignment has not been established. How long do you feel it should be?
 1. Three months
 2. Six months
 3. One year
 4. Two years.
 5. Other (Please specify _____.)

5. To what extent do you feel your supervisor would support your participation in a program such as this?
 1. He would be very much in favor of this.
 2. He would support the program.
 3. He would be indifferent.
 4. He would oppose a program such as this.
 5. He would not allow me to participate in a program such as this.
 6. Unsure.

6. The change of assignments should be:

1. Between Offices (i.e., OMS, OTR, OS, etc.).
2. Between jobs in your present Office.
3. Either procedure is appropriate.
4. Undecided.

7. Please indicate by checking the appropriate space which of the following should or should not be requirements for participation in the program.

	Should Be A Require- ment	Should Not Be A Re- quirement	Unsure
1. A GS-07 grade level.			
2. A minimum of 3 years in grade.			
3. Shorthand capabilities.			
4. At the maximum headroom in current assignment.			

5. Specify any others you feel should be requirements.

8. Would physical location of the new position be a restriction? That is, are you restricted due to commuting problems to Rosslyn, the Chamber of Commerce or Headquarters?

1. Yes
2. No
3. Would not be restricted if transportation from present office to new position can be provided.

9. Please comment briefly in writing regarding any aspect of the program not covered in this questionnaire which you feel should be brought to our attention.